

Series 2.

Vol. II, No. 2.

Announcement
1921-1922

St. Xavier College
for Women

Xavier Park, Chicago, Ill.
4928 Cottage Grove Avenue
Telephone Oakland 2740

CALENDAR

*COLLEGIATE DEPARTMENT

SUMMER SESSION—1921

June twenty-fifth, Saturday—Registration.
 June twenty-seventh, Monday—Summer Quarter begins.
 July fourth, Monday—Independence Day; a holiday.
 August fifth, Friday—Summer Session ends.

AUTUMN QUARTER—1921

September thirtieth, Friday—Entrance Examinations and Registration of Entering Students.
 October first, Saturday—Registration of Matriculated Students.
 October third, Monday—Autumn Quarter begins.
 November first, Tuesday—Holy Day.
 November twenty-fourth—Thanksgiving Day; a holiday.
 December eighth, Thursday—Holy Day.
 December twentieth, Tuesday
 December twenty-first, Wednesday } Quarterly Examinations
 December twenty-second, Thursday }
 December twenty-second, Thursday.—Autumn Quarter ends.

WINTER QUARTER—1922

January fourth, Wednesday.—Winter Quarter begins.
 February twenty-second, Wednesday.—Washington's birthday; a holiday.
 March thirtieth, Thursday }
 March thirty-first, Friday } Quarterly Examinations
 April first, Saturday }
 April first, Saturday.—Winter Quarter ends.

SPRING QUARTER—1922

April third, Monday.—Spring Quarter begins.
 April tenth, Monday
 April eleventh, Tuesday } Spiritual Retreat for the Students.
 April twelfth, Wednesday }
 April thirteenth, Thursday }
 April fourteenth, Friday } Easter holidays.
 April seventeenth, Monday }
 May twenty-fifth, Thursday.—Holy Day.
 May thirtieth, Tuesday—Memorial Day; a holiday.
 June ninth, Friday
 June tenth, Saturday } Quarterly Examinations.
 June twelfth, Monday }
 June fifteenth, Thursday.—Conferring of Degrees.

*Academic Department opens Tuesday, September sixth.
 Consult the Saint Xavier College Bulletin for further information.

C.
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1921/22

THE FACULTY

DEPARTMENT OF ARTS, LITERATURE AND SCIENCE

REVEREND J. AMBROSE MURRAY

Professor of Scriptures and Religion.

Ph. D., University of the Propaganda, Rome, 1911.

S. T. D., University of the Propaganda, Rome, 1915.

MR. A. W. BELLAMY

Director of Biology.

S. B., Kansas State Agricultural College, 1914.

Ph. D., University of Chicago, 1919.

MISS K. LUCILLE McCLUSKEY

Professor of Chemistry.

S. B., University of Chicago, 1918.

Ph. D. (registered), University of Chicago, 1921.

MISS

Instructor in Mathematics.

MOTHER MARY IRMA

Dean of Saint Francis Xavier College.

Professor of English.

A. B., Catholic University of America, Washington, D. C., 1912.

A. M., Catholic University of America, Washington, D. C., 1913.

SISTER MARY CORONA

Instructor in English.

A. B., Catholic University of America, Washington, D. C., 1919.

SISTER MARY LOYOLA

Professor of Classical Languages and Literature.

Ph. B., University of Chicago, 1915.

A. M., University of Chicago, 1917.

Ph. D. (registered), Catholic University of America, Washington, D. C., 1920.

SISTER MARY ANGELE

Professor of Philosophy and Education.

Chicago Normal College, 1897.

A. B., Catholic University of America, 1917.

A. M., Catholic University of America, 1918.

THE FACULTY—Continued

SISTER MARY CELESTE

Professor of History and Sociology.
Ph. B., University of Chicago, 1918.
A. M., Loyola University, Chicago, 1920.

SISTER MARY CAMILLUS

Professor of Physics.
A. B., Catholic University of America, 1912.
Ludwig-Maximilian Universitat, Munchen, 1913-1914.
A. M., University of Chicago, 1918.

SISTER MARY PAUL

Professor of Art History.
Director of Drawing and Painting.
Julien Academy, Paris, 1910.
Graduate of Church School of Applied Art, 1916.
Ph. B., Loyola University, Chicago, 1920.

SISTER MARY LOUIS

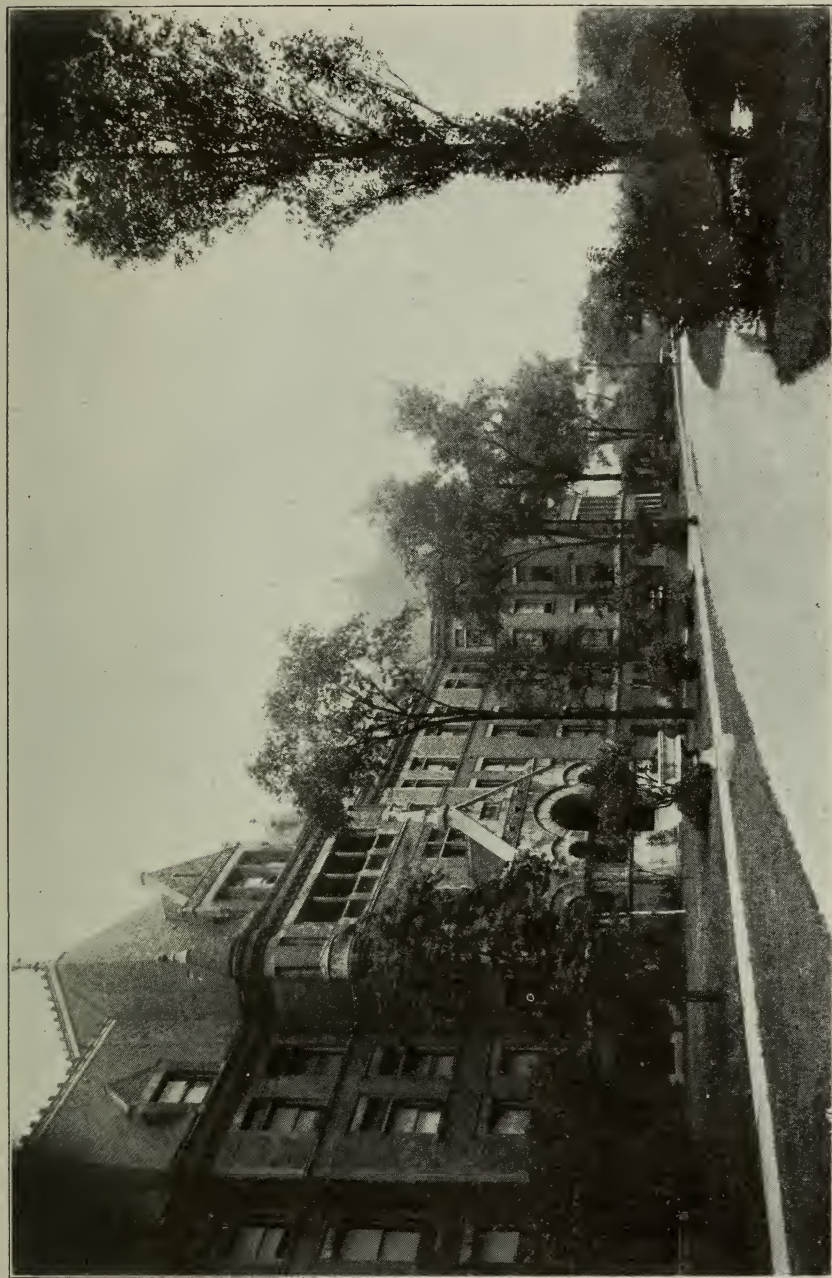
Professor of Romance Languages.
Ph. B., University of Chicago, 1919.
A. M. (registered), University of Notre Dame, 1920.

MISS AGNES VAN DRIEL

Lecturer in Sociology.
Ph. B., University of Nebraska.

SISTER MARY EVANGELA

Librarian.



East View.

The Saint Francis Xavier College for Women

Historical

In response to a call to Chicago by its first Bishop, Rt. Rev. Quarter, D. D., the Sisters of Mercy from Pittsburgh founded the Saint Francis Xavier Academy in 1846. The charter, dated February 27, 1847, granted the privilege "to confer on such persons as may be considered worthy such academical or honorary degrees as are usually conferred by similar institutions."

Although post-graduate students have been on the Academy register at various times, no systematic undergraduate course leading to a degree was offered previous to 1912.

After the removal of the Academy from 2834 Wabash Avenue to its present location in Xavier Park, the institution developed to a point where the addition of new departments seemed advisable, and the Saint Francis Xavier College for Women was accordingly incorporated on March 25, 1912.

The college is affiliated with the Catholic University of America, Washington, D. C., and has the full recognition of the State Department of Public Instruction of Illinois.

Purpose

In opening a college, the Sisters of Mercy have acted in response to an urgent demand for a Catholic institution for young women who desired to pursue advanced study permeated by Catholic principles and shaped in accordance with the Catholic ideals. There is an urgent need of such an institution in Chicago, but in order that the work of the Sisters may be carried on successfully, funds are required. State-aided and richly endowed colleges in our city and state receive generous assistance in their work for higher education and hesitate not to ask it. The Saint Francis Xavier College feels that generous friends are not lacking and that a mention of the needs of the institution will be received with kindness. Those who would share with the Sisters in the great enterprise for higher education of women may do so most effectively by rendering material aid for the continuance and development of the work.

The Alumnae Association of the Saint Francis Xavier Academy began collecting funds for a proposed new college building after receiving the following message from His Grace, the Archbishop of Chicago:

ARCHDIOCESE OF CHICAGO

Chancery Office

740 Cass Street

Chicago, Ill., October 2, 1916.

Miss Edith Zahringer,

5130 Ellis Avenue, Chicago, Ill.

My Dear Miss Zahringer:

I beg to acknowledge herewith the receipt of your very kind letter of the 27th ult., in which you convey to me an invitation to be present at the annual meeting of the St. Xavier's Alumnae Association, which takes place on the 28th of this month. I have looked up my list of engagements and I find that it will be impossible for me to be present on that occasion, as I have two ceremonies on that day.

I would suggest that the Alumnae have at hand an opportunity of being a force in the Catholic life of the city by helping along the new College of the Sisters of Mercy that I am so anxious that they should start on the South Side. As we have such an excellent school system, besides that a number of splendid high schools, it is my desire that there be two Catholic day colleges for women conducted by our Sisters in two different parts of the city; that both institutions be such that will come up in every respect to the highest possible grade, and to accomplish this there is probably no one more interested than are the former pupils of the Sisters themselves.

With every good wish for the future of your organization, and sending to all of the members thereof my blessing, I beg to remain,

Sincerely yours in Christ,

✠ G. W. MUNDELEIN,

Archbishop.

Ideals

Convinced that the really powerful woman is the consistent woman of ascertained principles of practical religion, the Sisters of Mercy aim to instill a profound intellectual respect for the teachings of the Catholic Church.

Daily attendance at Holy Mass, the frequent reception of the Sacraments, and attendance at the annual retreat are encouraged. The convictions of non-Catholic students are respected and they are not required to take the courses in religion which are prescribed for the Catholic students.

Location

The College is located on the South Side of Chicago, one block west of Drexel Boulevard and two blocks north of Washington Park. The Cottage Grove Avenue cars pass Xavier Park between Forty-ninth and Fiftieth Streets. Within a radius of three miles are a score or more of Chicago's finest private and public schools.

Buildings

Until more commodious quarters are available, the College is under the same roof as the Academy. The main building, together with its furnishings, is valued at over half a million dollars, and it is estimated that the campus is worth three hundred and fifty thousand dollars.

The segregation of the college and preparatory students is practically complete. The classes in the College and in the High School are run on different schedules—sixty-minute periods in the College and fifty-minute periods in the Academy. There is a faculty of instructors for the College and another for the Academy. The Conservatories of Music and Art, however, enroll students from either the College or the Academy.

Laboratories

The building at 649-650 East Forty-Ninth Street, known as the Rosslyn Annex, houses the College laboratories.

The Chemistry laboratory is completely equipped for twenty-four students in the courses offered: General Chemistry, Qualitative Analysis, Quantitative Analysis, and Elementary Organic Chemistry. There is a store room, a dark room and a balance room.

On the second floor of the Rosslyn Annex, opposite the Chemistry laboratories, is the laboratory for Physics. Only the finest and best instruments designed by William Gaertner & Co. have been purchased for the laboratory work in College physics. The academic laboratories of Physics and Chemistry are located in the main building.

The Biology laboratory serves both the Academic and the College students. It has space for fifty students working in three divisions.

For the field work in Sociology, abundant facilities are to be found in Chicago. The work of the Sisters of Mercy in orphanages, hospitals and schools brings them in contact with the ablest workers in this department of charity and philanthropy.

The Library

The library reading room is attractive and is well supplied with periodicals. There is a librarian in charge who devotes her full time to the needs of this department. The bound volumes number 14,500 and are catalogued in accordance with the Dewey Decimal System.

This library is supplemented by books from the Chicago Public Library. Through the "Short Loan" department of this public library books are loaned for periods from six weeks to three months.

Students have access to the John Crerar Library (over 367,000 volumes) and to the Newberry Library (over 350,000 volumes).

Requirements for Admission

Students will be admitted to the Freshman Class either by examination or by certificate of any accredited High School or Academy. Students received on certificate are regarded as upon probation during the first year and are dropped if a deficiency be demonstrated. Fifteen units of work are required for admittance, a unit meaning the equivalent of five recitations a week in one branch of study for a school year.

Prescribed Units

- | | |
|---|--------|
| 1. English | 3 |
| 2. Mathematics, Algebra and Geometry..... | 2 |
| 3. Foreign Language..... | 2 or 3 |
| 4. Laboratory Science..... | 3 or 2 |

Elective Units

5. The remaining five units may be selected from any subjects counted toward graduation in an accredited four-year High School.

N. B.—Any combination of the subjects within each group is permitted, but not less than one-half unit in any subject may be offered. Not less than one unit may be offered in Algebra, Plane Geometry, Physics, Chemistry, or a language; if two units or three units are offered from Group 3, they must all be in one language.

Candidates for admission to first year work in College not presenting the required certificate will be examined. Any deficiency may be made good in the Academic Department, but such work does not give College credit. Admittance to the Sophomore class will be deferred until entrance conditions are removed.

The standard to be attained in all subjects accepted in satisfaction of the requirements for admission is the standard set by the College Entrance Examination Board of the National Educational Association.

Special Students

Students over twenty-one years of age who give evidence of maturity, earnestness of purpose, and adequate preparation, may be admitted to pursue special studies in connection with the regular classes without conforming to the requirements for degrees.

Advanced Standing

A candidate who offers credits from another college must present a certificate of honorable dismissal from such institution. She must also submit an official statement showing the subjects completed by her. Claim for advanced standing, in order to receive recognition, must be made by the student within the quarter after entrance.

The Unit of Time and the Unit of Work

The College year is divided into four quarters: Summer, Autumn, Winter, and Spring. The Summer Quarter is a short session of six weeks. There are twelve weeks to each of the other quarters.

Classes meeting four or five days a week for a quarter are major courses (Mj). A course of two hours a week is called a minor (M). Two hours in the laboratory count as one hour in class. Students may enter at the beginning of any quarter. One major is equivalent to three and one-third semester hours.

Requirements in the Junior College

The Junior College includes the first and second years of residence. Before passing into the Senior College (the third and fourth years) students must complete certain requirements:

1. Three majors of English (including Courses 1 and 2). English I must be taken in the first quarter of residence.
2. Three majors of Science.
3. Three majors of Mathematics.
4. Three majors of a foreign language.
5. Three majors in History and Sociology.
6. Three majors elective.

Extra requirements may be imposed should the student's work in English be defective. The average in the Junior College must not be lower than two grade points per major taken.

Normal Diploma Course

Candidates for the Normal Diploma must comply with the entrance requirements and absolve Requirements 1, 2, 3, 4, and 5 of the Junior College. In addition six courses in education must be offered.

Certification of High-School Teachers in Illinois

A student who expects to teach in the Illinois high schools should bear in mind that all teachers must be duly certificated. County high-school certificates are granted upon examination by county superintendents, and State high-school certificates upon examination by the State Superintendent. For county high-school certificates issued without an examination the new certificating law makes the following provision:

"At the option of the county superintendent, a high school certificate may be issued without examination to graduates of a recognized normal school, college, or university, who present within three years after graduation certified credits in English, pedagogy and six high school subjects (chosen from a list published by the Examining Board) and accompanied by faculty recommendations of ability to teach in the high school." (Section 6.)

The educational courses required for the official recommendation of the College,—Education 3, 4 and 8, are commonly accepted as meeting the requirement in pedagogy.

State high-school certificates are granted under the following conditions:

"A four-year high school certificate valid in any high school in the State for which the requirements shall be: (1) Graduation from a recognized college or university, or the completion of an equivalent preparation; (2) three years' successful teaching, two of which shall have been in the State on a first grade, a high school or a supervisory county certificate; (3) a successful examination in English, educational psychology, and the principles and methods of teaching, and (4) the preparation of a thesis on one or more secondary school problems, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

"[NOTE—Candidates who have had three years of successful experience in teaching, two of which were in Illinois under a first grade certificate and have exchanged the same for a county high school certificate under the new law, meet the requirements of No. 2.]" (Circular 72, State Department of Public Instruction.)

Education 3, 4 and 8 embody the materials usually covered by the State examinations in educational psychology and in methods of teaching.

Requirements of the North Central Association

Students who anticipate teaching in high schools accredited to the North Central Association of Colleges and Secondary Schools should complete courses in education aggregating at least eleven semester hours. This requirement of the Association is effective for new teachers after 1915, but is not retroactive. Certain work offered outside the department of education, especially "teachers' courses," may be counted as part of the eleven-hour minimum. Eleven semester hours equals $3\frac{1}{2}$ majors.

The Pre-Medical Course

Eighteen Majors (two years) of college work are required.

(1) Chemistry—(a) 3 majors of Inorganic Chemistry; (b) 1 major of Organic Chemistry; (c) 1 major of Qualitative Analysis. This work in Chemistry corresponds to the Courses Chemistry 1, 2, 3, 4 and 6 (see page 30.) Chemistry 7 is advised but not required.

(2) Physics—5 or 6 majors of Physics (or 3 or 4 majors if one unit of high-school Physics has been taken). This work in Physics corresponds to Physics 1, 2, 3, 4, 5, and 6 (see page 30).

(3) Biology—Two majors of General Biology. Biology 3 and 6 satisfy the requirements (see page 29).

(4) French or German—At least four majors of college work.

(5) Latin—Three majors unless two units have been completed in high school. Latin 1, A and B, and Latin 2A (see page 21).

(6) English—Two majors of college composition. This work corresponds to English 1 and 2.

(7) Mathematics—One major of Trigonometry. College Algebra is advised but not required.

Examination in Course

All courses close with a written examination. These examinations will be held on the days specified in the Calendar. A fee of one dollar must be paid for each examination taken at any other time.

Grades

Each course receives one grade, which combines the results of all tests and is lowered by absences. (Tardiness counts as one-fourth an absence.)

The value in **grade points** of the letters by which courses are graded is as follows:

Grade	Standing	Major Credit	Points
A	Excellent	I	6
A-	I	5
B	Good	I	4
B-	I	3
C	Fair	I	2
C-	I	1
D	Passing	I	0
E	Conditioned	2nd Exam.	-1
F	Failure	O	-2

A student whose average is below D may be dismissed at the end of her third quarter.

Requirements for Degrees

The Bachelor's degree is conferred when the student has completed thirty-eight majors and at least seventy-two grade points. These thirty-eight majors shall include one principal sequence of at least nine coherent and progressive majors taken in one department, or in a group of departments, and one secondary sequence of at least six majors selected from a different department or group of departments. The sequences selected by the student must have the approval of the Dean.

If the sequence chosen is English, the prescriptions mentioned under (I) of the Junior College Requirements may not be included in the sequence.

The degree of A.B. is conferred when the principal sequence consists of eleven (11) majors of Latin, including entrance work, and seven (7) majors of Greek. A secondary sequence of six (6) majors is also required.

A sequence of nine major courses in science and at least six majors of mathematics are required for the degree B.S.

The principal sequence for the Ph.B. degree may be selected from any one of the following departments: English, Romance Languages, German, Mathematics, Science, Education, History, or Social Science.

For the degree of Bachelor of Music students must have obtained a Teacher's Certificate and a graduation diploma from the Music Department of the Saint Xavier College, and in addition to their major study of voice, piano, violin, organ, etc., the following subjects are required: Counterpoint, canon and fugue, composition. The courses in music, art, and expression are outlined in the special Announcements of the Conservatory of Music, Art, and Expression.

Terms

Matriculation, payable on first entrance.....	\$ 5.00
Board, laundry.....	Three quarters, 350.00
Private rooms.....	Three quarters, \$50.00 to 100.00
Tuition	Three quarters, 105.00
Library fee	Three quarters, 1.00
Luncheon for day students.....	Three quarters, 80.00
Typewriting	Three quarters, 30.00
Fee for the Bachelor degree.....	15.00
One Major course.....	12.00

Private lessons in music, art, and expression are rated by the hour. See the Announcements of the Conservatory of Music, Art, and Expression.

Scholarships

A number of scholarships covering the cost of tuition in college for four years have been established. Partial scholarships are

available for young women of attainment and promise who are employed in the city and who have time to devote to study.

The "Mother of Mercy Scholarship" is open to an alumna of the Saint Francis Xavier Academy.

Graduates from the Chicago Catholic High Schools or Academies are eligible for honor scholarships. These scholarships may be revoked at the end of any quarter if the holder's work is not maintained at a satisfactory grade.

Religion

APOLOGETICS. (Two hours a week for one quarter.)

1. Christianity and the non-Christian religions. Necessity of some religion. Necessity, possibility, discernibility of Revelation. M. Autumn.
2. The True Church; its constitution, its credentials. Rule of Faith. Nature of God; Unity and Trinity of God; Creation; Fall of Man and its consequences. M. Winter.
3. The Incarnation; Redemption; Exposition of the Mysteries; Discussion of Heresies. Life, privileges and prerogatives of the Mother of God; Mary's place in the work of Redemption, in the Church, and in the Lives of the Faithful. M. Spring.

SCRIPTURE. (Two hours a week for one quarter.)

4. Introduction to the study of Scripture. General introduction to the Old Testament. Number and Classification of Books. Language of the Old Testament; linguistic changes. M.
5. The Analysis of the Pentateuch; Exodus. Rise and Fall of Jewish Monarchy. Special study of individual books. M.
6. The New Testament.—History of the formation of Canon, Language, Contents, Divisions of the New Testament. Special Study of Gospels. Early History of Church as outlined in Acts of the Apostles and in Epistles.

CHURCH HISTORY. (Two hours a week for one quarter.)

7. History of the Church from its foundation to 313 A. D.—Missionary activity of the Apostles and their successors; relations of Church and State persecutions; Christian liturgy, doctrinal controversies, ecclesiastical organization; Christian discipline and morals. M. Autumn.
8. History of the Church from 313 A. D. to the restoration of the Western Empire (800 A. D.) M. Winter.
9. The Church from Charlemagne (800 A. D.) to the death of Boniface VIII (1303). M. Spring.
10. The Church from 1303 to the beginning of the Protestant Reformation. M.
11. The Church from the Protestant Reformation to the French Revolution. M.
12. The Church from the French Revolution to the Present Time. M.

Philosophy

JUNIOR COLLEGE COURSES

1. Logic.—An elementary course which studies concepts and terms; their logical import, their various kinds. Judgments and propositions; their import and classification. Definition and division. Inferences. Syllogisms; their rules, application to selections. Fallacies incident to formal reasoning. Five hours a week throughout one quarter. Mj. Autumn.
2. Psychology.—An elementary course which covers the definition, scope, and methods of psychology; the classification of the mental faculties; the senses; imagination, memory; judgment; reasoning; volition; emotion; relation of soul and body; the nature, origin, and destiny of the soul. Five hours a week throughout one quarter. Mj. Winter.
3. Genetic Psychology.—Nature and scope of Genetic Psychology; its practical application. Mj.
4. Ethics.—Character and scope of Ethics. Various systems of Ethics. Criticism of chief erroneous systems. Conduct, human acts and their ends, principles regarding responsibility. Morality of human acts. The norm of right conduct. The natural law. The eternal law. Civil authority. Mj.

SENIOR COLLEGE COURSES

5. Introduction to Philosophy.—Nature, scope, and principles of Philosophy; divisions and methods. Problems of Philosophy; its relation to science, art, literature, religion. Mj. Autumn.
6. History of Philosophy.—Ancient and Mediaeval Philosophy. Mj.
7. History of Philosophy.—Modern and Contemporary Philosophy. Modern Philosophical Systems; present-day tendencies. Mj.
8. Cosmology.—A study of the material universe. Discussion of its origin and constitution. Creationism. Evolution of Darwin, Haeckel, De Vries and later theories. Mendel's Law. Organic life and the origin of species. The laws of physical nature and miracles. Mj.
9. Social Psychology.—Relation of Social Psychology to General Psychology, Sociology, and Ethics. Its problems and methods. Mj.

Education

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter.)

1. History of Education 1.—Ancient and Mediaeval Educational ideals, systems and methods in ancient China, Japan, Egypt, India, Persia, among the Semitic Peoples, the Greeks and Romans. Christian education in the Patristic and Scholastic eras.
2. History of Education 2.—Renaissance Reformation Realism. Causes of the Italian Renaissance. Humanistic educational theory and its exponents; the Reformation; theories and practices of the Protestant Reformers; effect of the Reformation; the Catholic Reaction; the Jesuits and other teaching orders; The Humanistic Realists; Sense Realists.
3. History of Education 3.—Modern; Seventeenth Century; Religious Organizations engaged in teaching, including Oratorians, Port-Royalists; Brothers of Christian Schools and Pietists; Eighteenth Century; Rousseau, Basedon, Felbyer, Nineteenth Century; Pestalozzi, Hebart, Froebel, Rosmini, Jacolol, Spencer; Development of modern school systems in Europe and United States; relations shown between social conditions; educational theory and school practice in the modern era. A detailed study of the development of elementary school systems and practices.
4. Class Management and Testing in Elementary Schools.—This course deals with methods of class management. It includes methods of class organization, the program of recitations; methods of using standardized tests for the classification of pupils and the improvement of teaching; discussions of the following topics; management of classrooms, halls and playgrounds; discipline, supervision of health, and responsibilities of the teacher.
5. Psychology of Elementary School Subjects.—A study of the mental processes which are developed in learning to write, draw, read, spell and group; the meaning of history, geography, mathematics and natural science.
6. Methods of Teaching in Elementary Schools.—The purpose of this course is to introduce prospective elementary school teachers to the principles which underlie good teaching. The principal topics discussed are the following: The broadening purposes of elementary school teaching; economy in classrooms; management, selection and organization of subject matter and the general aspects of the learning process.
7. Philosophy of Education.—A study of the nature of the education process; educational aims and agencies; the ultimate aim of Christian Education; The home, church, school, state school systems, the curriculum; the teacher and his training.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter.)

8. Psychology of Education.—A course dealing with psychological facts in relation to pedagogical problems; growth in the child; the nature, origin and function of automatic acts; reflexes, instincts and habits, attention, memory, imagination, feeling and emotions. Mj.
9. Psychology of High School Subjects.—It deals with the general psychological principles which determine the scope and character of secondary education. These principles are applied to typical problems of high-school organization and teaching. Mj.
10. Methods of Teaching American History. (See History 16.) Mj.
11. General Methods of Teaching in High Schools.—The course deals with the problems of teaching for prospective high-school teachers. The following topics are discussed: Broadening purposes of high-school education, training in motor skill, foreign language, instruction, training in expression and enjoyment; self activity, individual differences in capacity, supervised study, laboratory methods and measuring the results of teaching. Mj., Summer, 1921.
12. Methods of Teaching French. (See French 14.) Mj.
13. School Treatment of Retarded and Mentally Defective Children.—This course reviews the psychology and causes of feeble-mindedness and other types of mental development approaching feeble-mindedness. Emphasis is placed on the psychology and school care of the slow children and those who are physically defective. Mj.
14. The Teaching of History in the Secondary School. (See History 17.) Mj.

History

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter.)

1. European History: The Mediaeval Period, 376-1300.—The invasion and settlement of the barbarians; the revival of the empire; the growth of the Papacy, and the struggle between those two; Mohammed and his religion; the Crusades; the rise of nationalities; Mediaeval institutions; the rise of universities. Mj. Autumn.
2. European History: The Later Mediaeval and Early Modern Period, 1300-1715.—The Renaissance; the Reformation;

religious wars; the struggle for constitutional liberty in England; the ascendancy of France; England's colonial supremacy. Emphasis will be placed upon underlying principles and upon causes and effects. Mj. Winter.

3. European History: The Later Modern Period, 1715-1900.—Attention is devoted to the following topics: The rise of Prussia; the Seven Years' War; the expansion of England; the era of the French Revolution and Napoleon. Following this, the course will treat the political reconstruction of Europe in 1815; the creation of united Italy and the loss of temporal power of the Pope; the rise of Japan; the relations between Russia, Turkey and the Balkan States. Mj. Spring.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter)

4. The History of Greece.—A brief study of the development of the political, social and economic life of the Greek people from the earliest age down to the empire of Alexander. Mj.
5. The Dark Ages, 180 A. D. to 814 A. D.—The imperial monarchy; the reforms of Diocletian and Constantine; the rise of the Christian Church and the Papacy; the barbaric migrations to the formation of the Romano-Frankish Empire. Mj.
6. Europe During the Renaissance (1200-1500).—A survey of the period of the Renaissance in Europe. Mj.
7. Europe During the Reformation (1517-1648).—The causes, events and results of the Reformation in Europe. Mj.
- 7A. The English Reformation.—Pre-Reformation England; Henry VIII and the royal scruples; Wolsey and the divorce; the break with Rome; the Church of England; Edward VI and Protestantism; Mary Tudor and the Catholic Restoration; age of Elizabeth; the counter-Reformation; social and political changes. Mj.
8. The French Revolution and the Era of Napoleon.—The decay of the French monarchy; Louis XVI; attempts at reform; the calling of the States-General; the republic; Napoleon Bonaparte. Mj.
9. Expansion of Europe in the Nineteenth Century.—The colonial and commercial expansion of Europe in the Eastern Hemisphere, with particular reference to the problems of colonial and world politics in the Near and Far East. Mj.
10. Economic and Social History of the American Colonies.—Environment and general economic forces influencing development; land and labor systems, industries and manufacturing. Special attention to economic causes of Revolution. Mj.
11. American Social and Industrial History, 1750-1830.—Mj.

12. American Social and Industrial History from 1830 to the present. Mj.
13. American History (A). Colonial Period, 1607-1783.—Colonization and colonial institutions; the American Revolution. Mj.
14. American History (B). The Formation and Growth of the Nation, 1783-1829. Mj.
15. History of the United States: Sectional Conflict and National Development, 1829-1918. Mj.
16. Teachers' Course in American History.—The teaching of history in the upper grades of the elementary schools. The effects of geographical environment upon industrial and social life. Mj.
17. The Teaching of History in the Secondary School. Mj. Autumn.

Social Science

JUNIOR OR SENIOR COLLEGE COURSES

ECONOMICS.

1. Elementary Economics.—A general introductory course as a basis for social study and work. Historic background and working principles of political economy. A survey of the main factors and forces of industry, commerce and transportation which gives rise to modern social conditions and problems. Mj. Winter, 1921, Miss Van Driel.
2. Industrial History of England. Mj.
3. Industrial History of the United States.
4. Principles of Economics.—Value and distribution in industrial society. Mj. Spring, 1921.

SOCIOLOGY.

1. Introduction to Sociology.—An introduction to the scientific study of social problems. Mj.
2. The History of Social Reform.—An attempt to relate the social experiments of the past with the present. Mj.
3. History of Sociology in the United States.—The period covered is from 1865 down to the present. Mj.
4. Social Pathology.—This course treats of the pathological conditions, behaviors and processes in modern society. A survey of the social factors, moral, physical and mental; age, heredity and environment. Mj.
5. Community Civics.—Mj. Spring, 1921, Miss Van Driel.

English

I. RHETORIC AND ENGLISH COMPOSITION

Junior College Courses

(Five hours a week for one quarter)

1. A practical training in the art of writing.—The practice and study of thought-management, and of the expression of thought in words. Short themes and exercises weekly. (Required of Freshman.) Mj. Autumn.
2. English Composition.—Study of the principles of description, narration, exposition, and argumentation. Daily and weekly themes, oral and written. Special attention to individual needs of student. (Required of Sophomores.) Mj. Winter.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter)

3. English Composition.—Emphasis upon narrative and expository writing. Particular attention to the short story. Mj. Autumn, 1921.
4. Journalism I.—The collecting and writing of news. Exercises and assignments in writing the news-story. Mj.
5. Journalism II.—Editorials and special articles. Assigned readings; preparation of editorials, feature articles, and reviews. Mj.
6. Argumentation and Debating.—Structure of argument. Brief-drawing, analysis, evidence and refutation developed through their application to topics in representative fields of thought. Mj.

II. PUBLIC SPEAKING

SENIOR COLLEGE COURSES

9. Public Speaking.—This course is designed to train students to gather, select, arrange and present material. The class is regarded as an audience and the pupil present short, original speeches with the view of instructing, arousing, convincing, persuading and entertaining them. Mj. Spring, 1921.
10. Interpretation of the Printed Page.—The course trains the student to discover the contents of the printed page. Accuracy of observation and care in analysis are the principal objects to be attained. Mj. Winter.
11. Vocal Interpretation of Poetry.—The purpose of the course is to show what poetry is, and to train the student in rendering it orally. The student's appreciation of the literature discussed is constantly tested through her vocal expression. Mj. Spring.

III. ENGLISH LITERATURE

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter)

12. An Introduction to English Literature.—Historical development of English literature from the thirteenth to the twentieth century. Study of literary forms, prose style and versification. Lectures, reports, recitation, term papers. Mj. Winter.
13. Shakespeare.—The reading and interpretations of representative plays. Mj. Autumn and Winter.
14. An Introduction to American Literature.—General survey of American literature. Rapid reading from minor poets, essayists. The development of the novel and short story in the United States. Mj.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter)

15. The Drama in England from 1500 to 1600.—A study of the forms of the drama in England at the beginning of the Renaissance; of the influences which shaped the Elizabethan drama; and of the history of the Drama in that period. Mj. Spring.
16. Shakespeare.—The plays in sequence. Mj.
17. Shakespeare.—The tragedies. Mj.
18. Shakespeare.—The comedies. Mj.
19. Browning and Tennyson. Mj.
20. The Mediaeval Drama.—The origin and the development of the mediaeval religious drama. Mj.
21. English Prose Fiction.—An outline course dealing with the development of the novel; careful reading of the representative works of prose fiction; extensive collateral reading. Mj. Autumn.
22. English Literature, 1557-1599. Mj.
23. English Literature, 1599-1660. Mj.
24. English Literature, 1660-1744. Mj.
25. English Literature, 1744-1798. Mj.
26. English Literature, 1798-1832. Mj.
27. Studies in Romanticism in English Literature. Mj.
28. The Shakespeare Apocrypha. Mj.
29. Pre-Raphaelitism in English Literature. Mj.
30. The Bibliography and Methods of English Literary History. Mj.
31. The Mediaeval Revival in the Eighteenth Century. Mj.

Old and Middle English

32. Introduction to Celtic Literature.—The course is designed to lay the foundation for investigations in the relations of Celtic literature to mediaeval Romance, the Romantic move-

ment during the eighteenth century and the so-called modern Celtic Renaissance. Mj.

33. Old English (beginning course.)—The prose in Bright's Anglo-Saxon Reader, and elementary grammar. Mj.
34. Old English: Poetry.—The poems in Bright's Reader, and the first thousand lines of Beowulf. The study of meter and characteristics of Old English Poetry. Mj.
35. Old English: "Beowulf."—Reading of the text and examination of some of the problems connected with the poem. Mj.

Greek

Seven majors of Greek are required of candidates for the degree of A.B.

1. Elementary Greek.—Presuppose no previous study of the language. Five hours a week throughout a quarter. Mj. Autumn.
2. Xenophon: Anabasis; Book I and selections from Books II and III. Five hours a week throughout a quarter. Mj. Winter.
3. Xenophon: Books IV, V, VI, and selections from Book VII. Five hours a week throughout a quarter. Mj. Spring.
4. Homer: Iliad.—Introductory course; literary study of the Epic.
5. Plato: Apology and Crito; prose composition. Five hours a week throughout a quarter. Mj.
6. Homer: Odyssey, Books V-XII, prose composition. Five hours a week throughout a quarter. Mj.
7. Introduction to Greek Tragedy. Sophocles' Antigone and Euripides' Medea; collateral reading of the history of Greek tragedy and theater. Five hours a week throughout a quarter. Mj.
8. Greek Composition.—The exercises consist of easy narrative passages and are intended mainly to give some training in syntax, word-order, and the use of particles. Mj.

Latin

Courses 1A and 1B are offered for those who begin the study of Latin in College. Students who have credit for two years' of Secondary School Latin will commence with Course 2A; those with credit for four years of Latin will commence with Course 4A. Courses 4A, 4B, 5 and 6 are required of all candidates for the degree of A.B.

*1A. Elementary Latin. Five hours a week throughout one quarter Mj.

- *1B. Caesar.—Books II, III and IV of Caesar's *De Bello Gallico*; review of syntax. Five hours a week throughout one quarter. Mj.
- *2A. Cicero.—Four orations against Cataline. Five hours a week throughout one quarter. Mj.
- 2B. Cicero.—*Pro Lege Manlia* and *Pro Archia*. Study of Cicero's literary style; prose composition. Five hours a week throughout one quarter. Mj.
- 3A. Vergil: *Aeneid*.—Books I-II; study of prosody and word-derivation. Five hours a week throughout one quarter. Mj.
- 3B. Vergil: *Aeneid*.—Books III-VI. Five hours a week throughout a quarter. Mj.
- 4A. Cicero: *De Senectute*. The essay is read with studies and exercises based on the text. Two hours a week for one quarter. M.
- 4B. Terrence: *Phormio*. The play is studied with regard to composition, presentation, vocabulary and metrical treatment. An outline study of the beginnings of the Roman drama. Two hours a week for one quarter. M.
- 5. Livy: Books I, XXI, XXII. Selections, with accompanying studies in literary style and syntax, and exercises in prose composition based on the text. Two hours a week for one quarter. M.
- 6. Horace: *Odes* and *Epodes*. This course includes: commentary upon details, syntactical, historical, illustrative; analysis of thought and general interpretation, and study of metrical form. Five hours a week for one quarter. Mj.
- 7. Horace: "Epistles." Such selections will be read from the *Odes*, the *satires*, and the *Ars Poetica* as will best supplement the *Epistles* in presenting Horace's character and views of life. Mj.
- *Starred courses must be taken consecutively before credit is given for any one of them.
- 8. Ovid: Selections from the "Epistulae," "Amores," "Fasti," "Metamorphoses," and "Tristia."—The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj.
- 9. Tacitus: The "Dialogus," "Agricola," and "Germania." Mj.
- 10. Terence.—Detailed study of the *Andria* and *Adelphoe*; rapid reading of the other plays. The characteristics of early Latin—forms, syntax, versification: the relation of Terence to his Greek originals. Mj.
- 11. Vergil: "Eclogues"; Later Pastoral Poetry.—Detailed study of the *Eclogues* of Vergil; rapid reading from pastoral poetry of the Early Empire; the development of the pastoral down to the Renaissance. Mj.
- 12. Vergil: "Aeneid," Books VII-XII.—A rapid reading course with a topical study of several great themes connected with the *Aeneid*. Mj.

13. Seneca: "Tragedies."—Three or four of the tragedies will be studied in detail, with special reference to Seneca's style and dramatic art. The remaining tragedies will be read rapidly, with a study of their philosophical content and a comparison with the corresponding Greek dramas on the same themes. M.
14. Church Latin.—The authors read will be Tertullian, St. Jerome, St. Ambrose, and St. Augustine. Especial attention will be paid to the syntax and style of Church Latin and the influence of Classical Latin upon it. Mj.
15. Latin Hymns: Text, *Analecta Hymnica*.—A study of the intellectual and moral tendencies of the centuries following the decay of pagan literature and of the development of later Latin on the side of vocabulary, syntax, and general style. Mj.
16. Teachers' Training Course in Vergil.—This course will cover the first six books of the *Aeneid* from the point of view of the actual needs of the high-school teacher of Vergil; first, in respect to the acquisition of material, and, secondly, in respect to presenting the material to class. Mj.
17. Introduction to Latin Paleography.—A brief sketch of the history of the science will be accompanied by the study of facsimiles for the acquisition of facility in reading and dating Latin manuscripts. The importance of the science for the understanding of a critical text and for weighing the evidence of the manuscripts will be illustrated by reconstructing from facsimiles portions of Latin texts, and providing them with the necessary critical apparatus. Mj.

French

Students who offer no entrance units in French will begin with Course 1. Those who receive credit for one unit on admission will begin with Course 4. Those who receive credit for two units will begin with Course 7. Starred courses must be taken consecutively before credit is given for any of them.

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter)

- *1. Elementary French. Fraser and Squair, *French Grammar*, 25 lessons; *Le premier livre de Meras*; practical phonetics and writing from dictation. Mj. Autumn.
- *2. Elementary French (continued). Fraser and Squair, *French Grammar*, Part I completed; Castarede, *The French Verb*; *le deuxième livre de Meras*. Daily oral and written exercises. Halevy: *L'Abbe Constantin*. Mj. Winter.
- *3. Intermediate French. Olmsted, *French Grammar*, 23 lessons. Nitzie and Wilkins, *Handbook of French Phonetics*

- Special study of irregular verbs. Simple compositions, oral and written. Merimee, Colomba; Pailleron, l'Étincelle; Daudet, selected stories. Mj. Spring.
4. Intermediate French (continued). Olmsted, Elementary French Grammar from lesson 24; Koren, French Composition. Sand, La Mare au Diable; Bornier, la Lizardiére. Exercises in speaking and writing French. Mj. Autumn.
 5. Advanced French.—A rapid-reading course, conducted to a considerable extent in French. Weekly exercises: letter-writing; oral and written summaries based on the reading. Special study of idioms and tense uses. Class and collateral reading of about 350 pages from three or more of these texts: Daudet, Tartarin de Tarascon; Pailleron, le Monde ou l'on s'ennuie; France, le Crime de Sylvestre Bonnard; Dumas, la Question d'argent; Taine, les Origines de la France contemporaine; Loti, Pecheur d'Islande or Roman d'un enfant; les Cent meilleurs poemes lyriques. Mj. Winter.
 6. Advanced French (continued).—Conducted largely in French. Careful reading of more difficult modern French texts, with increased attention to their character as literature. Daily oral and weekly written summaries based on the reading. Continued study of idioms. Class and collateral reading of about 500 pages. Mj. Spring.
 7. Exercices Oraux.—Oral composition based on texts illustrating French life, manners, and ideas. Recitation of passages in prose and verse. Study of diction and intonation, with exercises on phonograph and dictaphone. Prerequisites: Five majors of French, at least one of which must have been taken in the college. Mj. Autumn.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter)

8. Cours de style.—Principes generaux, exercices pratiques de composition française. Mj. Winter.
9. Theatre de Moliere.—Study of Moliere's plays and of their social setting. Mj. Spring.
10. Theatre choisi de Corneille et de Racine.—Study of the character and form of the classic drama. Representative plays, with illustrative collateral reading. Mj.
11. Les Moralistes au XVIIe siecle.—A study of the philosophical, social and educational ideas in the seventeenth century, based upon selected readings of La Bruyere, La Fontaine, and Fenelon. Mj.
12. La Comedie au XIXe siecle.—Comedie de moeurs: Scribe, Augier, Pailleron; comedie a these: Becque, Hervieu, Brieux. —Studies in theme and technique. Mj.
13. Survey of French Literature.—A general survey of French literary activity from 1600 to 1850, with emphasis on the drama and novel. Mj.

14. *Methods of Teaching French.*—Methods of instruction in phonetics, grammar, reading and literary interpretation as applied to teaching elementary and advanced French. Visits to Chicago High School classes in French; reports on assigned topics; supervised teaching. Mj. Autumn.
15. *Le Classicisme.*—Discussion of the significant literary works of Corneille, Racine, Moliere, Boileau, Bossuet, Pascal, Descartes, la Preciosite. Special attention will be given to the drama. Lectures in French. Mj.
16. *Le Reaction contre le classicisme.*—Etude des Salons et des Encyclopedists; Lesage, Marivaux, Montesquieu, and Voltaire. Lectures in French. Collateral readings. Mj.
17. *Le Mouvement romantique.*—Origin and development of romanticism in French literature based on works of Rousseau, Mme. de Stael, Chateaubriand, de Saint Pierre, and Voltaire. Lectures and collateral readings. Mj. Winter.
18. *L'Avenement du romantisme.*—A study of romanticism; reading of selected works of Chenier, Lamartine, Vigny, Musset and Hugo. Mj. Spring.
19. *French Literature from Marot to Montaigne.*—History of literary ideas during the French Renaissance, as seen in Rabelais, Calvin, Marguerite d'Angouleme, and Montaigne. Darmesteter-Hatzfeld, *le Seizieme Siecle en France*. Mj. Autumn.
20. *Practical Phonetics.*—A study of formal and informal modern spoken French. The sounds and their production, the stress-group, intonation of the spoken phrase. Use of phonograph in preparation. Exercises on the various types of prose and poetry. Mj. Winter.
21. *Old French.*—This course is designed to give some historical knowledge of French. Old French is also an indispensable language for research in the modern literatures. A reading knowledge of modern French is necessary, and some knowledge of German and Latin is desirable. Texts: *La Chanson de Roland*; Aucassin et Nicolette; Erec et Enide Yvain; *Le Vair Palefroi*. Mj.
22. *Modern French Linguistics.*—(1) General Phonetics: A study of the sounds in modern spoken French and English, with some attention to German, Italian, and Spanish. The works of Jespersen, Vietor, Sweet, and Passy. (2) History of the French Language: An outline following Nyrop, *Grammaire historique de la langue francaise*, Vol. 1, with Brunot, *Histoire de la langue francaise*. Mj.
23. *Nineteenth-Century Drama.*—The romantic, the realistic, and the contemporary drama. Lectures and interpretation of plays. Mj.
24. *Contemporary Modern Novel.*—Selected works of Bourget, Bazin, and Bordeaux. Reports—Lectures. Mj. Spring 1921.

Spanish

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter)

- *1. Elementary Spanish.—The elements of grammar. Special attention to training in pronunciation. The regular verb and common irregular verb. Espinoza and Allen Spanish Grammar, Part I; Roessler and Remy, a First Spanish Reader, about 100 pages. Mj. Winter.
 - *2. Elementary Spanish (continued).—Grammar and exercise in composition; colloquial drill daily. Mj. Spring.
 - *3. Intermediate Spanish.—Composition and conversation based on Umphrey, Parts II, III and IV. Reading of about 250 pages from three to four texts. This course is designed to give the student a practical command of Spanish as a medium of expression. Mj. Autumn.
- *N. B.—Starred courses must be taken consecutively before credit is given for any of them.
- 4. Intermediate Spanish (continued).—Selections from Gil Blas, Don Quixote, and other masterpieces. Mj. Winter.
 - 5. Modern Spanish Dramas and Novels.—Careful reading of about 450 pages of modern Spanish prose and verse; writing of abstracts of assigned reading. Mj.
 - 6. Spanish Classics.—The life and works of Cervantes. Selected chapters from Don Quixote. Mj.

SENIOR COLLEGE COURSES

- 7. Spanish Prose Composition.—This course is designed to give the student a practical command of Spanish as a medium of expression. Commercial forms of composition as well as those forms used in literature.
- 8. Spanish Drama Before Lope de Vega.—Early liturgical drama in Spain. Special study of Auto de los Reyes Magos.
- 9. Spanish-American Writers: Selected works of Rodo, Dario and Isaacs. Mj. Winter, 1921.
- 10. Spanish Literature from 1220 to 1900. Rapid reading course. Emphasis on the drama. Mj. Spring, 1921.

Italian

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter)

- *1. Elementary Italian.—Grandgent, Italian Grammar; Wilkins, Notes on Italian Grammar; Wilkins and Altrocchi, Italian Short Stories. Special attention is given to training in pronunciation. Practice in identifying forms and constructions, in translations, and in reading the text in Italian. Mj. Autumn.

- *2. Elementary Italian (continued).—Grammar review and daily work in composition. Manzoni, *I promessi sposi*; Goldoni, *La locandiera*. Mj. Winter.
- *3. Intermediate Italian.—Contemporary Italian prose; Marinoni, *Italian Reader*; Farina, *Fra le corde di un contrabasso*. Oral and written composition. Mj. Spring.
N. B.—No credit for the starred courses unless taken consecutively.
- 4. Advanced Italian.—Modern Italian Poetry: A study of the life and works of Leopardi; the ideas and condition of Italy in the early nineteenth century as reflected in the life and works of Carducci. Mj.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter)

- 5. Dante: The Predecessors of Dante and the *Vita Nuova*.—This course deals with the history and literature of Italy in the thirteenth century, and in particular with the life and early writings of Dante. It is designed to serve as an introduction to the study of the *Divina Commedia*. Mj. Spring.
- 6. Dante: The *Divina Commedia*.—The *Inferno* and the first nine cantos of the *Purgatorio* are read. Mj.
- 7. Dante: The *Divina Commedia* (continued).—The *Purgatorio* is completed; the *Paradiso*. Mj.
- 8. *Il Dolce Stil Nuovo*.—The poets of the thirteenth century, with special attention to Guido Guinizelli and Guido Cavalcanti. Mj.
- 9. Petrarch.—Reading and interpretation of the *Sonetti e Canzoni*. Mj.
- 10. Petrarch.—The *Canzoniere* (ed. Carducci and Ferrari), the *Trionfi*, and the *Secretum* (trans. Develay). Petrarch as Humanist. His influence in the early Renaissance. Mj.

German

The elementary and intermediate courses are offered for those students who have had no previous training in German. Students who have credit for two units of German in the High School will begin with Course 4, Elementary Prose Composition; in some cases such a student may be transferred to German 5, Modern Prose Readings. Those who receive credit for four units will begin with Course 8, *Aufsätze und Stilübungen*. No credit for the starred courses unless taken consecutively.

JUNIOR COLLEGE COURSES

(Five hours a week for one quarter)

- *1. Elementary German.—The elements of grammar. Dictation. Mj. Autumn, 1921.

- *2. Elementary German (continued).—Review of the essentials of German grammar; syntax; readings; composition. Classes conducted in German. Mj. Winter, 1922.
- *3. Intermediate German.—Reading of easy modern prose. The text read in class will serve as the drill ground for grammar. About 200 pages of literature in the form of easy stories and plays will be assigned for private reading. Mj. Spring, 1922.
- 3A. Intermediate German.—Reading of easy modern prose. The text read in class will serve as the drill-ground for grammar. About 100 pages of easy stories and plays will be assigned for outside reading. M. 27 hours in course. Autumn, 1920.
- 3B. Intermediate German (continued).—M. 27 hours. Winter, 1921.
- 4. Elementary Prose Composition.—Review of grammar and syntax. Composition work based on the reading of Wildenbruch's *Das edle Blut*. Mj.
- 5. Modern Prose Readings.—Stories by Storm, Wildenbruch, and Heyse. Mj.
- 6. Modern German Dramas.—Freytag's *Die Journalisten*, Ernst's *Flachsmann als Erzieher*. Mj.
- 7. The Classical Drama.—Reading and interpretation of the dramas of Lessing, Goethe and Schiller. Mj.
- 8. Scientific German.—The rapid reading of works of a general scientific character. Mj.

SENIOR COLLEGE COURSES

(Four hours a week for one quarter)

- 9. Deutsche Aufsätze und Stilübungen.—Daily short themes; weekly long theme. Mj.
- 10. Outline History of German Literature from the Earliest Times to 1500. Mj.
- 11. Outline History of German Literature from 1500-1781. Mj.
- 12. Introduction to Lessing.—A study of Lessing's life and works. Mj.
- 13. Introduction to Goethe.—A study of Goethe's life and works. Mj.
- 14. Introduction to Schiller.—A study of Schiller's life and works. Mj.
- 15. The German Short Story.—A history of its development; study of short story masterpieces. Mj.
- 16. Kleist and Grillparzer.—Intensive study of their masterpieces. Mj.
- 17. A study of Modern German Dramas and Dramatists.—Mj.

Biology

(Laboratory fee for each major is \$5.00)

JUNIOR COLLEGE COURSES

1. Elementary Botany.—A general introduction to Botany. Lectures and laboratory work. Mj.
2. Elementary Plant Ecology.—Plants in relation to their environment. Field work in the greenhouses and parks near the College, with occasional laboratory exercises and field trips to the country. Prerequisite: Botany 1, or High School Botany. Mj.
3. Elementary Zoology.—Lectures and laboratory work constituting an introduction to the general principles and concepts of Zoology. Mj. Autumn, 1920. Mr. Bascom.

SENIOR COLLEGE COURSES

4. Invertebrate Zoology.—Study of representatives of the lower invertebrate groups, including the anatomy of the adult and the life-history, together with some discussion of the habits and distribution. Prerequisite: Entrance Zoology or Biology 3. Mj. Winter, 1921. Mr. Bascom.
5. Invertebrate Zoology.—Comparative anatomy, development, and phylogeny of invertebrate groups not considered in course 3 or 4. Prerequisites the same as for Course 4. Mj. Spring, 1921. Mr. Bascom.
6. Vertebrate Zoology.—Comparative anatomy, development, and phylogeny of vertebrates. Prerequisite: Biology 3 or equivalent. Mj. Summer, 1921. Mr. Bascom.
7. Histology.—The structure of the cell and elementary tissues. Principles and methods of histological technique. Mj. Autumn, 1921. Dr. Bellamy.
8. Embryology.—The early stages of development of invertebrates and vertebrates. Mj. Winter, 1922. Dr. Bellamy.
9. Mendelism.—A study of the Mendelian Theory. Lectures, Reading Recitations, and laboratory work. Mj. Spring, 1922. Dr. Bellamy.
10. Parasitology.—Animal parasites, with special reference to man, and to the part taken by insects in the distribution of disease. Mj. Summer, 1922.
11. Bacteriology.—Lectures on the fundamental facts of bacteriology, including brief discussions of the industrial and hygienic applications of bacteriology. Yeasts and molds and several groups of bacteria are studied. Prerequisite: General Inorganic Chemistry, and Biology 3. Mj. Autumn, 1922.

Chemistry

(Laboratory fee for each major is \$5.00)

JUNIOR COLLEGE COURSES

1. General Inorganic Chemistry (Elementary).—Lectures, three hours a week; laboratory, six hours a week. Prerequisite: Preparatory Physics. Mj. Autumn Quarter, 1921. Mj. Summer, 1921.
2. General Inorganic Chemistry (continuation of 1).—Hours and prerequisites: See 1. Mj. Winter Quarter.
(Note.—Course 2 may be entered by those having admission Chemistry.)
3. General Inorganic Chemistry (continuation of 2).—Hours and prerequisites: See 2. Mj. Spring Quarter.
4. Qualitative Analysis (A).—Prerequisite: General Chemistry. Lectures, two hours a week; laboratory, eight hours a week, beginning with the third week. Mj. Autumn Quarter.
(Note.—A lecture will be given each day for the first two weeks.)
5. Qualitative Analysis (B) (continuation of 4).—Lectures, two hours a week; laboratory, eight hours a week. Mj. Winter Quarter.
6. Elementary Organic Chemistry.—Prerequisite: Course 4. Lectures, three hours a week; laboratory, six hours a week. Mj. Spring Quarter.

SENIOR COLLEGE COURSE

7. Quantitative Analysis.—Chiefly a laboratory course in gravimetric and volumetric analysis. Prerequisite: Course 4. Lectures, one hour a week; laboratory, eight hours a week. Mj. Spring Quarter.
(Note.—A lecture will be given each day for the first week.)

Physics

(Laboratory fee for each major is \$5.00)

JUNIOR COLLEGE COURSES

1. Elementary Physics.—A first course in the elements of Physics designed primarily for the students who do not present entrance Physics. Prerequisite: One unit each of Algebra and Plane Geometry. Mj. Autumn.
2. Elementary Physics.—A continuation of the preceding course, covering the subjects of electricity, sound and light. Prerequisite: Course 1. Mj. Winter.

SENIOR COLLEGE COURSES

3. Mechanics.—A general college course in mechanics presented mainly from the experimental point of view, but including one

demonstration lecture each week. Prerequisite: Entrance Physics or Course 2, and Trigonometry. Mj. Winter, 1921, and Summer, 1921.

4. Molecular Physics, and Heat.—Prerequisite: Course 3. Lectures and 72 hours laboratory work. Mj. Autumn, 1921.
5. Sound and Light.—Prerequisite: Course 3. Mj. Winter, 1922.
6. Electricity.—Emphasis on the experimental side. Prerequisite: Course 3. Mj. Spring, 1922.

Mathematics

JUNIOR COLLEGE COURSES

1. Advanced Algebra.—Quadratic equations and other topics of the third semester of Algebra in the secondary school. For students who offer only one unit of algebra for entrance. Mj. Autumn.
2. Solid Geometry.—(Prerequisite: Plane Geometry.) Mj. Winter.
3. Plane Trigonometry.—(Prerequisite, Course I or its equivalent). The solution of triangles by natural functions and logarithms. Properties of the trigonometric functions treated analytically and graphically. Wilczynski's text is used. Mj. Autumn.
4. College Algebra.—The notion of variable and function, and their geometric representation. Undetermined co-efficients, permutations, combinations, and probability. (Prerequisite: Course I or equivalent.) Mj. Winter.
5. Plane Analytic Geometry.—Rectangular, oblique, and polar co-ordinates in the plane. The relation between a curve and its equation. The algebra of a variable pair of numbers and the geometry of a moving point. Applications to the properties of straight lines, circles, conic sections, and other plane curves. (Prerequisite: Trigonometry.) Mj. Spring.
6. Introductory Calculus.—The elementary fundamental principles, methods, and formulas of differential and integral calculus in connection with simple problems of geometry and the physical sciences. (Prerequisite: Plane Trigonometry.) Mj.

SENIOR COLLEGE COURSES

7. Differential Calculus.—A graphic study of rational algebraic functions and of certain simple, irrational, transcendental functions, yielding material for a geometric introduction to the fundamental notions and processes of the calculus. (Prerequisite: Courses 3, 4 and 5.) Mj.

8. Solid Analytics.—The co-ordinate systems in space. Lines, planes, and quadric surfaces. General properties of surfaces and space curves. (Prerequisite, Courses 5 and 7.) Mj. Spring.
9. Integral Calculus.—A study of the nature of integration and of its application to geometry and physics. Use of table of integrals. (Prerequisite, Course 7.) Mj.
10. Theory of Equations.—The text used is Dickson's Elementary Theory of Equations. (Prerequisite, Course 7.) Mj. Autumn.
11. Advanced Calculus.—Applications of the calculus. (Prerequisite: Courses 7 and 9.)
12. Synoptic Course in Advanced Mathematics. (Prerequisite: Courses 3, 4 and 5.)
13. The Teaching of Secondary Mathematics.—This course covers the general theory of the teaching of Algebra and Geometry in the High School. Observation work in secondary schools of Chicago. Mj. Winter.
14. History of Mathematics.—This course is intended to assist the mathematical student to identify himself intelligently with those men and movements which are making for mathematical advance at the present time. Mj. Spring.

The History of Art

1. Introduction to the History of Art.—A survey of the masterpieces of architecture, sculpture and painting, illustrated by prints, studies, and visits to galleries and museums. Mj.
2. The Renaissance Period in Painting.—The art of the fifteenth and sixteenth centuries in Italy is studied in relation to its intellectual and social environment. Mj.
3. American Art from the Revolutionary Period to the Present. Mj.
4. The Great Landscapists.—Rousseau, Claude Lorraine, Constable, Turner, Barbizon School, Hudson River School, Inness. Mj.

N. B. For the practical courses in drawing and painting see the special announcements of the Conservatory of Music, Art and Expression.

Physical Development

In this course close attention is paid to the needs of each student, and all exercises are directed toward the correction of physical defects and the symmetric development of an alert, healthy and well poised body. In addition to the work in the gymnasium, croquet grounds, basket ball and tennis courts and the bowling alleys furnish opportunity for both indoor and outdoor sports. Instruction is also given in dancing—national, classical and aesthetic. (Required of all students.)

Degrees Conferred

June 20, 1921

BACHELOR OF MUSIC

Alma Daniel.....Chicago, Illinois

BACHELOR OF ARTS

Collette Marietta Sacher.....Edgerton, Ohio

BACHELOR OF PHILOSOPHY

Ethel Margaret McNamara.....Chicago, Illinois

Helen Rita Meehan.....Chicago, Illinois

Helen Marie Noonan.....Chicago, Illinois

Sister M. Mida Coleman (Mercy).....Chicago, Illinois

Sister Stella Marie Hogan (Mercy).....Chicago, Illinois

Sister Antonia Rompkowska (C.R.).....Norwood Park, Illinois

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N. B. Classes in the Academic Department will be resumed Tuesday, September seventh, 1921.
Autumn Quarter of the College begins Monday, October third.

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